

Literacy Through Multi-sensory Teaching Curriculum

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Prepared by,

Assistant Superintendent, Michelle Martoni

Kathleen Clark, Coordinator of Special Education Pre-K – 5

Sarah Sebald, Special Education Teacher

About the Program

Specialized reading instruction is a language-based, multi-sensory, structured, sequential program based on the Orton-Gillingham approach, which is supported by 70 years of practice and research.

Specialized reading instruction is currently provided for students identified through special education evaluation as having a disability, who are demonstrating delays in the skills needed for learning to read, and/or in their reading progress. These classified students have received balanced literacy instruction, and often participated in academic intervention services without making adequate progress in reading, writing and spelling.

Screening/Evaluation Processes

Following initial evaluation by the Committee on Special Education (CSE), which includes cognitive and academic testing, a review of reading performance in the classroom, and additional evaluation using the Gray Diagnostic Reading Test (GRDT) subtests, a determination is made related to a weaknesses in specific core skills needed for development of reading. The CSE team uses all the evaluative information to determine if specialized reading instruction is appropriate.

Early Indicators

- Late to recognize letters
- Has trouble rhyming
- Has difficulty listing words that begin with the same sound
- Is slow to learn the sounds of letters and letter combinations
- Has difficulty recalling the sounds of letters and letter combinations rapidly
- Has trouble learning to recognize words
- Has difficulty learning to decode unknown words
- Reads slowly and/or in a word-by-word manner
- Is reluctant to read
- Has weak spelling
- Writes far less than other children

Evaluation Tool

The **Gray Diagnostic Reading Test — Second Edition** (GDRT-2) is a test of oral reading ability. The GDRT-2 has four core subtests, which measure different aspects of reading. The results of the core subtests are combined to create three composites: Decoding and comprehension as well as general reading ability. There are also three supplemental subtests: Listening vocabulary, rapid naming and phonological awareness.

Placement Data

Recommended for Specialized Reading

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th
2014-15	5	2						1	
2015-16	4	9	9						
2016-17	3*	5	9	9	2	2			

**Additional Placements Pending*

Placement Data

2016-17: Reading Program Levels (Schedules) Grades 3-5

	Gr. 3	Gr. 4	Gr. 5
Level 1A	3*	2	3
Level 2A		2	2
Level 2B		1	2
Level 2C			3
Level 3A			2

**Additional placements pending*

Year One Pilot: 2014- 2015

- Student Need
- Specific Type of Reading Delay
- Specific Intervention
- Instructional Model

Year One Pilot: 2014- 2015
Quantitative Data

Independent Reading Levels Grade Equivalents

2014-2015 School year	Beginning of Year	End of Year
Student 1	Feb/March of 1 st Grade	September of 3 rd Grade
Student 2	April of 1 st Grade	End of 2 nd Grade
Student 3	Feb/March of 1 st Grade	September of 3 rd Grade
Student 4	June of 1 st Grade	Nov/Dec. of 3 rd Grade
Student 5	September of 1 st Grade	Mid 3 rd Grade
Student 6*	End of 1 st Grade	Beginning of 3 rd Grade

**Student not placed in co-taught class full time.*

Year One Pilot: 2014 – 2015

Qualitative Data

- Feedback loop
- Discussion Topics: Professional Development and implementation in the co-teaching model
- Themes:
 - Holding students accountable during the day
 - Motivation
- Based on this quantitative and qualitative data--decision to continue this professional development in the 2015 -2016 school
- Two major purposes:
 - Expand the cadre of teachers
 - Expand the skills of the teachers who have received the first level of training.

Year Two: 2015-2016
Reflect/Re-evaluation

Co-teaching Model

Increased levels of curriculum

One level per classroom*

Year Three: 2016 – 2017

Turning Point

Increased levels of curriculum
Grade 5: Five levels of curriculum

Question: How do we ensure the power of the co-teaching model and, at the same time, provide the specialized reading instruction?

New Model:

Special Class—Specialized Reading Instruction
and Co-teaching placement

Year Three: 2016 - 2017

Goals

- Continue to provide professional development for co-teachers
- Implement the special class for specialized reading instruction
- Drill down into screening and evaluation, including exiting criteria